ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC ACCESSION NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001187	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
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5. TITLE OF DOCUMENT ABSTRACTED:
Exploring Education of Gifted Children: Report on Four Regional Conferences

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

9. PUBLISHER OR SOURCE
Department of Public Instruction, Bismarck, North Dakota

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.

8. PLACE OF ORIGIN
ORG. Department of Public Instruction,
ST. Bismarck, North Dakota
CITY, STATE
TELE. EXT.
INST/LOC CODE

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
Conference Report

16. INDEXING TERMS (6-12)

Academically Gifted	Curriculum Adjustments	Educational Conferences	
Teacher Participants	Teacher Training	Superior Students	
Educational Improvements	Gifted	Gifted Students	
		Regional Conferences	

17. ABSTRACT (MAX. 250 WORDS) For discussion purposes, gifted pupils were defined as the upper 15% of the school population, including the intellectually superior, the talented, the skillful and the able learner. Many books and pamphlets were on display including "Curriculum Adjustments for Gifted Children," by Elise Martens; "The Challenge," a program for gifted children in the Winston-Salem, N. C. schools; "Cleveland's Plan for Gifted Children"; "Guidelines for Parents of Capable Youth," by R. F. DeHaan; and "Educating Tomorrow's Leaders," by E. F. Holt.

Results of an idea barrage held by the participants are classified under Teacher Training, Facilities, Organization and Administration, Teaching Methods and Aids to Better Programming. Among the most frequently mentioned ideas were: in-service teacher training and demonstrations to change teacher attitudes and increase teacher sensitivity to the needs of bright pupils, especially in the secondary schools; development of summer workshops for teachers interested in new methods; provision of adequate libraries and staff in elementary schools; opening of schools on Saturdays and in evenings for hobby and interest groups; employment of special resource teachers for the elementary schools and the use of local people to broaden class information and interest; use of team teaching; provision for more guidance counselors and adequate testing services; and the holding of seminars for parents of gifted children. Recommendations were made to the state department of education to provide teacher scholarships, to sponsor state subsidy programs for the gifted, to raise teacher training standards, and to interpret educational needs of all children to parents and public. It was recommended that colleges teach more about individual differences, modernize and re-evaluate methods courses, synchronize student teaching with theory courses, use college personnel and master teachers for preparation of demonstration teaching series for educational television.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

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REPORT ON FOUR REGIONAL CONFERENCES
January 23-26, 1962
Devils Lake - Jamestown - Minot - Dickinson

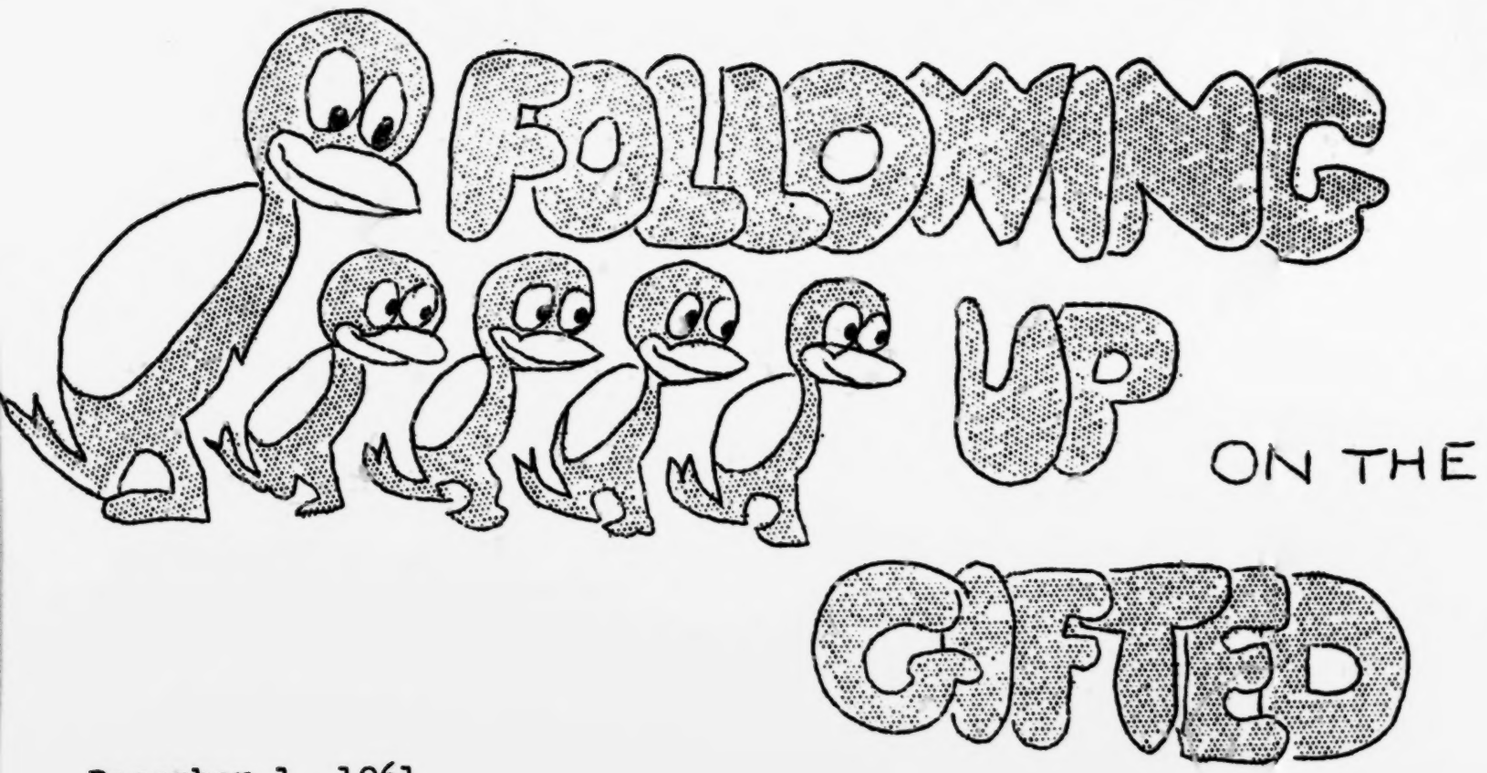
GIFTED

EXPLORING EDUCATION OF GIFTED CHILDREN

Sponsored by the Department of Public Instruction, Bismarck
With Cooperation of Local Schools and Colleges

DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent
Bismarck, North Dakota

"Buy North Dakota Products"



December 1, 1961

You may recall receiving a communication last Spring asking about educational provisions being made for GIFTED pupils in your school. A number of school administrators reported programs for GIFTED pupils. Most of those responding requested some integrated effort, such as a conference, to discuss education of GIFTED pupils.

We are planning a series of four regional Conferences on Education of GIFTED Pupils to be held January 23 in Devils Lake; January 24 in Jamestown; January 25 in Minot; and January 26 in Dickinson. Schools wishing to participate should designate at least one teacher at the elementary level and one at the secondary level to attend. Since curriculum adaptations will be of primary concern in this meeting we suggest that those participating should be classroom teachers or principals. No funds are available to pay expenses of the participants, but it is hoped that each school will carry the costs for its representatives.

Please return the enclosed card with the names of teachers and principals whom you wish to be invited from your school. If you have suggestions for those who are planning and arranging the meeting we would like to hear from you now. Write to James Mathisen, Division of Guidance, Department of Public Instruction, Bismarck, North Dakota.

DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent
Bismarck, North Dakota

"Buy North Dakota Products"

Section I - Daily Program

10:00 a.m. - Introduction to the Program - Janet Smaltz

Defining Gifted Children - James Mathisen

10:20 a.m. - Discussion Groups (2) -- Defining Gifted Children

10:45 a.m. - Coffee

11:00 a.m. - Programming to meet the needs of Gifted Children - Janet Smaltz

Identifying Gifted Children - James Mathisen

Group Discussion on Grouping (1)

12:00 noon - Lunch hour

1:15 p.m. - Review of Some Programs for Gifted Children in the United States - Janet Smaltz

Resume of programs for gifted children in North Dakota - James Mathisen

1:50 p.m. - Idea Barrage

"If the first concern-money-were eliminated what would you do to improve the education of gifted children?"

(See attached list of ideas p. 5-11)

3:00 p.m. - Coffee

3:20 p.m. - 4 p.m. - Summary Session:

Recommendations to State Department of Public Instruction

General Recommendations (See attached list of recommendations p. 12-13)

Section II - General Definition of Gifted Children Used for Discussion Purposes:

The Gifted Pupils - an all-inclusive term referring to the upper 15% of the school population, or possibly the upper 20%. Included are the intellectually superior, the talented, the skillful, and the able learner.

The Intellectually Superior - those endowed with highly superior mental ability who score I.Q. 135 or above on an individual intelligence test administered by a qualified psychologist.

The Talented - those children who have special scientific, musical, artistic, dramatic, dancing, or writing abilities.

The Skillful - those with special ability in physical or mechanical skill.

Leadership Ability - those who show particular ability in social skills and ability to work with and to lead others.

Section III - Reference material used in presentations included:

"Analysis of Research on the Education of Gifted Children" by James J. Gallagher, Institute of Research on Exceptional Children. Office of Superintendent of Public Instruction, Special Study Project for Gifted Children, State of Illinois, Springfield.

"Practical Programs for the Gifted", Jack Kough, Science Research Associates, 57 W. Grand Ave., Chicago 10, Illinois.

Results of a questionnaire survey of programming for gifted children in North Dakota, 1961. Department of Public Instruction, Bismarck.

Section IV. - Bibliography: (Materials available on display)

Curriculum Adjustments for Gifted Children
by Elsie H. Martens, U. S. Office of Education, Washington, D. C.

100 Activities for Gifted Children by Paul Meredith and Leslie Landin, Fearon Publishers, 2263 Union St., San Francisco 23, California

Challenging the Able Learner, Cincinnati Public Schools, Cincinnati, Ohio
Primary Grades, Curriculum Bulletin 301
Intermediate Grades, Curriculum Bulletin 401

The Challenge - A Program for Gifted Children, C. Douglas Carter, Editor, Winston-Salem City Schools, Winston-Salen, North Carolina

A Program for the Non-Graded Primary School
A Program for Gifted Children in the Fourth and Fifth Grades
A Spanish Program for Gifted Children in the Fourth, Fifth and Sixth Grades, Vol I
A Spanish Program for the Fourth, Fifth and Sixth Grades, Vol I
A Spanish Program for the Fourth, Fifth and Sixth Grades, Vol. III
A Program for Gifted Children in the Sixth Grade
A Program for Gifted Children in the Seventh Grade
A Program for Gifted Children in the Eighth Grade
Programs for the Gifted in the Secondary School

Teaching Rapid and Slow Learners in High Schools, U. S. Department of Health, Education and Welfare, Office of Education, Washington, D. C.

Common Sense About Gifted Children by Willard Abraham, Harper & Brothers Publishers, New York

Guiding Superior and Talented High School Students, by Frank S. Endicott, Northwestern University, Evanston, Illinois

Educating Gifted Children by Robert F. DeHaan and Robert J. Havighurst, The University of Chicago Press, Chicago 37, Illinois.

Cleveland's Plan for GIFTED Children, Cleveland Public Schools, Cleveland, Ohio

Educating the More Able Children in Grades Four, Five and Six by Gertrude M. Lewis, U. S. Department of Health, Education and Welfare, Office of Education, Washington, D.C.

(continued)

Educating Tomorrow's Leaders by E. E. Holt, Department of Education, Columbus, Ohio

A Selected and Annotated Bibliography on the Gifted, by E. E. Holt, Department of Education, Columbus, Ohio

Guidance for the Underachiever with Superior Ability by Leonard M. Miller, U. S. Dept. of Health, Education and Welfare, Office of Education, Washington, D. C.

Here'e Hope for the Talented Child, Massachusetts Council for Public Schools, 16 Arlington St., Boston

A Respect for Talent, Governor's Committee on Education, Room 218, Education Building, Harrisburg, Pa.

Education for Gifted Children and Youth, A Guide for Planning Programs, Bulletin No. 77, State Department of Education, Hartford, Connecticut

The Academically Talented Student in the Secondary School, National Education Association, 1201 16th St. N. W., Washington 6, D. C.

GUIDANCE for the Academically Talented Student, National Education Association, 1201 16th St. N. W., Washington 6, D. C.

Proceedings of a Conference on Education of Gifted Pupils, State Dept. of Public Instruction, Olympia, Washington

Education for the Gifted, The National Society for the Study of Education, 5835 Kimbark Avenue, Chicago 37, Illinois

Teaching The Bright and Gifted by Norma E. Cutts and Nicholas Moseley, Prentice-Hall, Inc, Englewood Cliffs, New Jersey

The Role of the Parent in the Education and Training of the Mentally Superior Child, Kent State University , Kent, Ohio

Guidelines for Parents of Capable Youth, by Robert F. DeHaan, Science Research Associates, Inc., 259 E. Erie St., Chicago 11, Illinois

The Gifted Child Quarterly, NAGC, 409 Clinton Springs Ave., Cincinnati 17, Ohio

Your Gifted Child, U. S. Department of Health, Education and Welfare, Office of Education, Washington, D. C.

The Talent Kit, Department of Public Instruction, Bismarck, North Dakota. (15 selected books)

Section V. - The Idea Barrage:

The Idea Barrage sessions resulted in the following responses to the question: "If the first concern-money-were eliminated what would you do to improve education of gifted children?"

The items have been arranged under I) Teacher Training. II) Facilities. III) Organization & Administration. IV) Teaching Methods. V) Aids to better programming and services. VI) Other. Those numbered items underlined (1) appear on two or more of the lists since they involve two or more areas of planning.

The numbers in parantheses on the right (1) indicate the number of conferences in which the item was mentioned and discussed in the Idea Barrage sessions.

I. Teacher Training

1. Increase in-service training for teachers. (4)
2. Change teacher attitudes by in-service training and demonstration. (4)
3. Increase teacher sensitivity to moods of pupils, especially at secondary levels.(4)
4. Create administrative readiness for programs for the gifted. (4)
5. Provide teacher training courses in area of teaching gifted children in the colleges and universities. (4)
6. Provide scholarships for teachers to improve training. (4)
7. Develop summer workshops for teachers interested in new methods. (4)
8. Use TV programs for demonstration of teaching methods for gifted children. (4)
9. Use teaching machines and materials and give teachers training in their use. (3)
10. Require more training of elementary teachers - at least 4 years. (3)
11. Require summer school training for teachers. (3)
12. Make effort to recruit librarians. (2)
13. Provide college staff with the new approaches and ideas in education of gifted children. (2)

II. Facilities

1. Provide adequate elementary library and staff to aid in its use. (4)

2. More classrooms and teachers. (4)

3. Reorganize districts so that all high schools are larger. (3)

4. Use teaching machines and materials and give teachers training in their use. (3)

5. Provide visual aids equipment and space for its use. (3)

6. Centralize elementary library with adequate trained personnel to help teachers. (3)

7. Build and develop a reading corner in every classroom. (2)

8. Open schools evenings and Saturdays for more hobby groups and interest groups and employ teachers to direct programs. (2)

9. Use campus high schools for demonstration programs in education for gifted children. (2)

10. Provide transportation to college capuses for advanced students in high school to begin college work. (1)

11. Provide units of study at all levels for teachers' use in classroom with reference books and materials all provided. (1)

12. Provide a microscope and other science equipment for elementary classes. (1)

13. Develop a museum of fine arts, science, and industry in local areas. (1)

III. Organization and Administration

1. Use special resource teachers for the elementary classrooms. (4)

2. Add more teachers and reduce teacher-pupil ratio. (4)

3. Prepare enrichment material for each grade level for teachers' use. (4)

4. Employ personnel to aid teachers and organize programs for the gifted. (4)

5. Use teacher consultants to improve teaching in the classroom. (4)

6. Offer special honors courses in languages (elementary and secondary). (4)

7. Provide resource teachers to refer gifted children out of the regular classroom for special projects for a limited time each week. (4)

8. Use ungraded primary and ungraded intermediate system with advancement twice a year in elementary schools.(4)

9. Use team teaching. (4)

10. Develop administrative policy within which variations and flexibility for all students can be accomplished. (See VI. Other - 3) (4)

11. Use special teachers for certain subjects in elementary classes. (See 1, above) (4)

12. Raise teachers' salaries. (4)

13. Provide summer schools for gifted children at elementary and secondary levels. (4)

14. Provide local directors of enrichment program to operate at both elementary and secondary levels. (4)

15. Use teaching machines and materials and give teachers training in their use. (3)

16. In elementary schools use special reading projects under a special teacher. (3)

17. Give college credit for work completed in high school to enable early college admission. (3)

18. Give credit by examination at college level. (3)

19. Eliminate minor responsibilities for teachers to increase teaching time by hiring clerical help. (2)

20. Build and develop a reading corner in every classroom. (2)

21. Use local resource people in the community to broaden class interests and information. (2)

22. Develop an ungraded reading program for elementary schools. (2)

23. Open schools evenings and Saturdays for more hobby groups, interest groups employ teachers to direct programs. (2)

24. Use field trips and field services to amplify regular classroom curriculum for gifted children. (2)

25. Develop seminars for gifted students on a county basis. (1)

26. Provide transportation to college campuses for advanced students in high school to begin college work. (1)

27. Mark on ability only. (1)

28. Program to specifically improve study skills. (1)

29. Evaluate current curriculum. (1)

30. Segregate gifted and develop special classes or schools on regional basis. (1)

IV. Methods

1. Use special resource teachers (elementary). (4)

2. Prepare enrichment material for each grade level for teachers' use. (4)

3. Offer special honors courses in languages. (4)

4. Use teacher consultants to improve teaching in the classroom. (4)

5. Provide resource teachers to refer gifted children out of the regular classroom for special projects for a limited time each week. (4)

6. Use ungraded primary and ungraded intermediate system with advancement twice a year. (4)

7. Use team teaching. (4)

8. Use special teachers for certain subjects in elementary classes. (See 1 above) (4)

9. Provide summer schools for gifted children at elementary and secondary levels. (4)

10. Use teaching machines and materials and give teachers training in their use. (3)

11. Provide visual aids equipment and space for its use. (3)

12. In elementary schools use special reading projects under a special teacher. (3)

13. Use local resource people in the community to broaden class interests and information. (2)

14. Develop an ungraded program in elementary schools. (2)

15. Open schools evenings and Saturdays for more hobby groups, interest groups employ teachers to direct program. (2)

16. Use field trips and field services to amplify programs for gifted children. (2)

17. Develop seminars for gifted students on a county basis. (1)

18. Provide units of study at all levels for teachers' use in classroom with reference books and materials all provided. (1)

19. Teach speed reading, typing and languages to gifted pupils. (1)

20. Use correspondence courses to supplement regular curriculum. (1)

21. Segregate gifted and special classes or schools on regional basis. (1)

V. Aids to Better Programming

1. Add more guidance counselors in elementary and secondary schools. (4)

2. Prepare enrichment material for each grade level for teachers' use. (4)

3. Increase public relations in behalf of education. (4)

4. Increase elementary guidance personnel. (See 1 above) (4)

5. Provide adequate psychological testing and evaluation services. (4)

6. Provide adequate elementary library and staff to aid in its use. (4)

7. Provide visual aids equipment and space for its use. (3)

8. Centralize elementary library with adequate trained personnel to help teachers (3)

9. Keep parents aware of school and its goal. (3)

10. Hold seminars for parents of gifted children. (2)

11. Develop research projects on teaching gifted children which involve local teachers. (1)

12. Provide transportation to college campuses for advanced students in high school to begin college work. (1)

13. Provide orientation for high school sophomores on a college campus so they can see potential gain through college education by becoming acquainted with selected faculty, students and laboratory and library facilities. (1)

14. Provide units of study at all levels for teachers' use in classroom with reference books and materials all provided. (1)

15. Provide instruction to high school pupils in use of the library. (1)

16. Provide a microscope and other science equipment for elementary classes. (1)

17. Develop a museum of fine arts, science, and industry in local areas. (1)

18. Teach speed reading, typing and languages to gifted pupils. (1)

19. Use correspondence courses to supplement regular curriculum. (1)

20. Program to specifically improve study skills. (1)

VI. Other

1. Increase effort to identify individuals who will be highly competent teachers. (4)

2. Include education in moral and social attitudes in programming for gifted. (4)

3. Give best teachers freedom to work and develop flexibility in program. (See III, 10) (4)

4. Develop campus high schools as demonstrations in education for gifted children. (3)

5. Hire only the best teachers. (1)

6. Try to effect broad socio-economic changes in some areas to improve home environments of many children. (1)

7. Provide economic help for child who cannot afford to go to high school. (1)

Recommendations to State Department:

1. Provide scholarships for teachers to attend summer schools where they will learn new methods of teaching.
2. Encourage colleges to provide summer workshops for teachers of gifted children.
3. Sponsor a pilot project or two in a local school system. (no ideas)
4. Provide information to teachers about teaching gifted children.
5. Provide area or state consultant services about gifted.
6. Provide state subsidy for programs for the gifted.
7. Form a Council with representatives from Curriculum, Guidance, Elementary Principles, Exceptional Children.
8. Help prepare administration for new methods and approaches.
9. Encourage public acceptance and readiness for programming for gifted children.
10. Develop area workshops for teachers using a teacher of the gifted as consultant-teacher.
11. Provide local schools with help in identification of gifted.
12. Encourage lay groups such as Homemakers and service clubs to study education of gifted children as a part of public education programs.
13. Help sponsor workshops in colleges - summers and during school year.
14. Encourage orientation in education of gifted of all teachers in basic teacher training program.
15. Provide bibliographies on education of gifted children.
16. Raise teacher training standards.
17. Encourage reorganization of school districts.
18. Inform school boards and the public about needs of gifted children.
19. Develop films for teacher orientation in this field.
20. Use ETV for teaching demonstrations.
21. Interpret educational needs of all children to parents and public.
22. Do not subsidize local school programs for education of gifted children from state funds.

Recommendations to colleges:

1. Teach more about individual differences (especially to secondary teachers) and the obligation of education for all.
2. Help teachers become less restricted in use of graded materials.
3. Develop workshops for college credit which demand effort and excellence and provide highly competent specially trained instructors.
4. Modernize methods courses and re-evaluate courses to get ride of "dead timber" material.
5. Take the education courses to the school and teach as laboratory courses.
6. Teach more about attitudes and acceptance of pupils as techniques of teaching.
7. Synchronize student teaching with theory courses.
8. Make education courses vital.
9. Use more group dynamics in teaching at college level.
10. Send faculty to workshops and new methods courses periodically.
11. Use college personnel and master teachers for preparation of demonstration teaching series for educational television.
12. Make campus schools models for teacher training in education of gifted and other exceptional children.

****

In summary the discussions at the four conferences elicited mostly positive feelings toward better programming for the gifted. However, there was some concern expressed about concentrating too much in this area and the need to keep this program in balance with the total school program tempered many of the suggestions and recommendations. Similarly, there were many responses which indicated that local level support by lay people will be a strong determinant of the extent to which progress can be made toward more adequate programming for the gifted.

The need for Department of Public Instruction leadership in both program planning and consultant services was strongly emphasized and a number of the participants indicated that some immediate state level action should be taken.

PARTICIPANTS - Devils Lake

NAME	MAILING ADDRESS	SCHOOL
Rodger D. Olson	Leeds, North Dakota	Leeds High School
Lyle Kallestad	Lakota, North Dakota	Lakota High School
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Robert Michels	Northwood, N. Dak.	Northwood High School
Russell Pommier	Northwood, N. Dak.	Northwood Public
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Minot

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Lyle R. Fogel	Minot, N. Dak.	Minot Senior High
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George Burck	Turtle Lake, N. Dak.	Turtle Lake Grade School
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E. Grossman	Granville, N. Dak.	Granville Public
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